

DOCUMENT RESUME

ED 235 937

RC 014 361

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TITLE Case Study on Teaching Materials for Spanish Language and Culture Classes for Migrant Children in France. (Part I, Lyon-Paris, France) The CDCC's Project No. 7: "The Education and Cultural Development of Migrants".
INSTITUTION Council for Cultural Cooperation, Strasbourg (France).
REPORT NO DECS/EGT-(83)-1
PUB DATE 83
NOTE 14p.
PUB TYPE Reports - Research/Technical (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bilingual Students; Case Studies; Cultural Education; Elementary Secondary Education; Foreign Countries; French; *Instructional Materials; Language Maintenance; Migrant Children; *Migrant Education; *Native Language Instruction; Socioeconomic Status; *Spanish; *Spanish Culture; Supplementary Education
IDENTIFIERS Cultural Maintenance; *France; Spain

ABSTRACT

As part of the Spanish government's attempt to provide cultural and linguistic education for the sizable Spanish population in France, it organized the design of instructional materials especially suited to the 64,614 children of Spanish migrant workers living in rural and urban France. The materials were intended for use by primary and lower secondary students in special supplementary courses in language and culture supervised by the Education Department of the Spanish Embassy in Paris. A survey of the written and oral skills of a sample of 900 Spanish children from all parts of France preceded the design of the materials, which were intended to teach the Spanish language to a heterogeneous target audience drawn largely from Galicia, Andalusia, and southeastern Spain. The flexible materials were developed for four school levels (second and third primary years, last two primary years, first and second secondary years, third and higher secondary years) and were grouped into five subject packs (phonetics, spelling, and written expression; grammar and vocabulary; social environment; audio-visual montage; reading passages). The materials include a teacher's book and a list of Gallicisms. Examples of the aims and kinds of exercises of four of the packs are included. (SB)

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The CDCC's Project No. 7 :

"The education and cultural development of migrants"

CASE STUDY
ON
TEACHING MATERIALS FOR SPANISH LANGUAGE
AND CULTURE CLASSES FOR MIGRANT CHILDREN
IN FRANCE

(Part I)

Lyon - Paris (France)

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COUNCIL FOR CULTURAL CO-OPERATION
School Education Division

STRASBOURG
1983

The CDCC's PROJECT No. 7

«Education and cultural development of migrants»

Case study

on

Teaching materials for Spanish language and culture
classes for migrant children in France (Part I)

by

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The views expressed in this report are those of the author; they do not necessarily reflect the views of the Council for Cultural Co-operation of the Council of Europe.

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INTRODUCTION

Practical testing of the teaching materials designed for children of Spanish origin living in France has only just begun and will continue throughout the academic year 1982-83; it has accordingly been impossible to produce the detailed report originally envisaged. What follows is merely the first part of the report and describes essentially the context, conditions and resources deployed, but not the actual running of the experiment.

Circumstances permitting, a supplement will be produced at the end of the academic year 1982-83 containing observations on, and an evaluation of, the experiment.

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1. THE CONTEXT OF THE EXPERIMENT

1.1 The population

In the academic year 1980-81 the Spanish school population resident in France numbered 64,614 children and adolescents, constituting 7.24% of all pupils of foreign origin and 0.57% of the school population as a whole. This population has changed considerably in recent years, since, in 1974-75, it included 109,003 pupils or 15.61% of all foreign pupils. It has therefore shrunk by 40.72%.

It should, however, be noted that this diminution has not had the same impact on all the different levels of education: the pre-primary and primary sectors have been most affected and the number of pupils in them is only a third of what it was in 1974-75.

Furthermore, the number of Spanish pupils has fallen proportionately more than the Spanish population as a whole (40.72% against 22.59%).

This population is geographically scattered throughout France. While there are large concentrations in the main urban centres (Paris region, Rhône-Alpes and the south), there are also sizeable communities in the north, in central France and in the east, including almost exclusively rural départements. In the Rhône-Alpes region, for instance, Spanish pupils are found in practically all the départements.

The resulting difficulties as regards the organisation and co-ordination of specific teaching are readily understandable. The Spanish administration is aware of these problems and is endeavouring to overcome them by further decentralising the administrative structures and by arranging joint activities for teachers in particular sectors at regular intervals (see I.4.2.).

1.2 Sociological characteristics of the migrant population

The majority of Spaniards in France belong to the socio-professional categories of manual workers (60.38%) (1) (20.25% being skilled and 20.52% semi-skilled workers), domestic staff (15.65%) and agricultural workers (12.40%).

The percentages of owners of small businesses (3.25%) and clerical staff (2.99%) are nonetheless significant and would appear to indicate some slight social advancement. The particular sectors in which Spaniards work are very varied (industry, building, public works, domestic service, agriculture, shops, engineering etc).

It should be noted, moreover, that this population is of largely rural origin and comes from the traditional emigration provinces (Galicia, Andalusia, south-east Spain), a fact of some linguistic importance, as will be shown later.

1.3 Linguistic characteristics of the migrant population

Although they have a strong sentimental attachment to their country and culture of origin (the important part played by parents in the organisation of the special classes will be discussed later), most Spanish families appear to use French, even within the family circle and in

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particular with their children who, because the medium of their education and socialisation is French, may rightly be regarded as being fully French-speaking.

We may, of course, ask a number of questions about the nature of this French. Is there a «migrant dialect»? Should it be regarded as a form of «pidgin» French in the same way that Spanish has become «creolised»? (2), or can we say that the migrant children's French does not differ fundamentally from that of French children from similar social backgrounds? (3). Linguists are far from unanimous on these questions, which need to be studied in detail.

Furthermore, we must not forget that a high proportion of the Spanish population comes from bilingual regions (Galicia, Valencia region), where Castilian exists side-by-side with a regional language, and that even in the case of monolingual regions such as Andalusia, the Castilian spoken presents marked regional characteristics.

All these facts have a decisive influence on the way pupils speak and, at the same time, enhance the variety of levels and forms of the language of origin.

It seems, however, that French has a much greater influence than these dialectal variations of the language of origin and the survey directed by A Quilis (4) shows that school education makes this influence more obvious in the written than in the spoken language. It also appears that children from rural areas are at a marked disadvantage compared with children from towns (probably as a result of less intensive schooling).

1.4 Institutional features of the experiment

1.4.1 The education system established by Spain for its nationals includes the following institutions:

1. Spanish schools in France;
2. Lycée espagnol de Paris;
3. adult education classes;
4. supplementary courses in Spanish language and culture.

The main idea behind the setting up of Spanish schools is to facilitate the reintegration of pupils into the education system of their country of origin on their return. They are therefore organised on Spanish lines.

There are three Spanish schools:

- Collège espagnol de Paris;
- Collège du château de la Valette (Loiret);
- Collège hispano-français de Lyon.

The Lycée espagnol de Paris prepares pupils for the baccalauréat, but has also taken on the task of disseminating Spanish culture.

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Adult education classes are organised on three levels:

- literacy;
- further instruction;
- preparation for the certificate of basic education.

The supplementary courses in Spanish language and culture are also organised on three levels:

- «Enseñanza general básica» (EGB) (basic general education) (which corresponds, in the French system, to primary education and lower secondary education up to and including the third year);
- vocational training;
- Bachillerato unificado polivalente (BUP) (which corresponds in France to upper secondary education from the fourth year onwards).

Vocational training is often provided in the form of courses held in Spain.

BUP pupils are the responsibility of a correspondence course body (Instituto Nacional de Bachillerato a distancia, INBAD).

The experiment described in this report concerns only EGB pupils, and we will therefore consider only this sector.

1.4.2 Supplementary courses for EGB pupils are supervised by the Education Department (Agregaduría de educación) of the Spanish Embassy. Three inspectors are responsible for the teaching provided and their jurisdiction extends over:

- northern Paris and north-western France;
- western Paris and western France;
- Lyons, the south-east and Corsica.

In each of these three main areas, teachers are grouped by consular district and one teacher in each group acts as co-ordinator.

This organisational pattern does not appear to be entirely satisfactory: the teachers' remoteness and isolation and the need for closer co-ordination prompted the very recent creation of more decentralised teaching units, the «agrupaciones de aulas», made up of teachers from smaller areas (three or four per consular district) and headed by one of their number who is elected by his colleagues.

Two of the districts have been selected for testing the «Vamos a España» teaching materials designed for migrant children: eastern Paris and Lyons.

Supplementary classes normally last for three hours per week and are organised in two different ways:

- integrated lessons included in the ordinary French school timetable;

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- parallel classes outside normal school hours, these take place in a variety of premises (primary schools, social centres, French or Spanish cultural centres, mairies etc).

The latter classes, far and away the most numerous (approximately 99% according to the Paris co-ordinator, Mr Pastora), are apparently preferred by parents, since they do not take the children away from other school activities and, what is more, are considered less discriminatory. On the other hand, the children seem relatively unenthusiastic about adding such supplementary activities to their school week, especially since the classes are often held on Wednesdays and Saturdays.

These classes have developed considerably: the number of pupils attending them has remained stable over the past four years, and this, in view of the overall decline in numbers mentioned earlier, is tantamount to an increase (from 33.3% of the Spanish school population to 42.7%). For the academic year 1981-82, there was a total of 17,487 pupils.

The teachers (262 for the year 1981-82) are EGB teachers seconded to France for periods of varying duration (in Mr Pastora's view, six years is the ideal period: long enough to allow time to adjust and at the same time short enough to forestall the inevitable staleness). At first, no provision was made for special training. For two years now, however, candidates for secondment (selected on the basis of their record and according to precise criteria) are given a week's intensive training at the University of Madrid prior to their departure.

Moreover, although 60% of them are in the Paris region, they are often scattered, have no contact with one another and have to deal with pupils who are likewise scattered. Many teachers in rural areas have to divide their time between several schools and find it difficult to settle in the French system.

In an attempt to overcome these problems, a measure of decentralisation (see above) has been introduced and teachers have the opportunity of meeting once a month in their «agrupacion de aulas» to pool experience. The travel and subsistence expenses incurred for these meetings are met in full by the administration.

2. GUIDING PRINCIPLES OF THE EXPERIMENT

2.1 Aims of the classes

The first supplementary Spanish language and culture classes were set up in 1971. It would appear that pressure on Spanish Government departments from parents' associations was a decisive factor in securing their creation, and the associations still play a major role when it comes to the practical organisation of the classes, eg by providing premises.

The main purpose initially assigned to the classes was to maintain the pupils' links with the Spanish school system, so as to facilitate their trouble-free reintegration when they returned to Spain. With this end in

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view, the methods used for teaching Spanish were initially (until about 1977) the same as those used in Spain itself. However, teachers and officials gradually came round to the view that the pupils concerned presented particular characteristics that made the traditional educational materials unsuitable.

Lengthening periods of residence in France, the ever more remote possibility of returning to Spain, and the influence of the media, peer groups and education in French combine to make Spanish pupils a specific community, the majority of which speaks French and uses Spanish only in specific situations (holidays, for instance).

This being so, we may well question the purpose of these lessons, and the current uncertainty is shared by officials.

Recognition of this problem prompted the Madrid authorities' decision to prepare teaching materials specially adapted to migrant pupils' needs.

2.2 Preparation of teaching material

2.2.1 The preparatory survey (4)

Education officials recognised that it was necessary, before any teaching materials were prepared, to conduct a survey to obtain a clearer picture of the language needs of the pupils concerned through an analysis of their true linguistic skills.

A working party, chaired by Mr A Quilis and made up of teachers active in the field in question, was therefore set up in March 1978 under the dual patronage of the National Science and Education Institute and the Spanish Institute of Education.

The survey covered 900 children in all nine different parts of France, who were selected on the basis of various criteria (urban, suburban and rural areas etc). The 900 subjects were divided into two groups (pre-CM1 and post-CM1*). Each group sat:

- two written tests involving composition and a commentary on a text;
- an oral test on the same subjects a few days after the written tests.

These tests were backed up by individual records giving information on the child's age, place of birth, school career, family, contact with the language etc.

An analysis of the data obtained made it possible to identify the main errors (not only those of interferential origin but also those explicable on regional or social grounds («vulgarismos»)) characterising the language of the pupils concerned in the fields of phonetics and phonology, morphology and syntax. lexicology and semantics, and spelling.

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* Translator's note: CM1 is the penultimate year of primary education in France.

2.2.2 Preparation of the material (5)

On the basis of the survey's findings several working groups were set up to prepare teaching materials. The division first adopted was by levels:

- level 1: CE1 and CE2 (second and third years of primary education);
- level 2: CM1 and CM2 (last two years of primary education);
- level 3: 1st and 2nd years of secondary education;
- level 4: 3rd year of secondary education and beyond.

The general aim was above all to teach the language before considering the various forms of culture.

In view of the heterogenous nature of the target audience, the authors set out to produce not a rigid method but rather a set of materials grouped into five different teaching packs entitled:

1. Phonetics, spelling and written expression;
2. Grammar and vocabulary;
3. Social environment;
4. Audio-visual montage;
5. Reading passages.

These materials are designed for flexible use by the teacher in accordance with the class's needs.

A list of Gallicisms was published separately.

The teacher's book does, however, suggest the following «graduated» use of the different packs:

Levels	Fields	Reading	Phonetics	Grammar vocabulary	Social environment	Audio-visual
1						
2						
3						
4						

A brief description of the different packs would be helpful.

a. The audio-visual pack serves two purposes:

- developing oral skills;

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- enabling children to «identify with the language by relating it to real situations they have experienced, is a means of counterbalancing the strong position of French as their instrument of social expression».

The suggested method is akin to the traditional audio-visual method: introductory dialogues recorded on magnetic tape and illustrated by slides, followed by a series of activities guiding the pupil from comprehension to transposition (role-playing).

This framework is, however, intended to be very flexible and is accompanied by a wealth of additional material (games, songs etc). Furthermore, the language content of each teaching pack is divided into two categories: «basic» activities, which are regarded as essential, and «further» activities that can be used at a higher level (perhaps a second year). Two additional comments need to be made on content:

- it is clearly designed for children who already have some knowledge of Spanish (use of verb tenses such as the conditional in the first lesson, for instance);
- it is clearly based very considerably on analyses of contrasts and the findings of the preliminary survey (eg the emphasis placed on the differences between «a» and «en», «venir de» and «acabar de» etc).

The thematic contents endeavour to take into account the pupils' experience both in France (daily life, family, town etc) and in Spain (relations with grandparents, holidays etc).

The teaching pack includes work books for the pupil.

b. The phonetics, spelling and written expression pack includes sets of systematic exercises:

- conventional structural exercises in grammar;
- exercises on minimal pairs for phonetics work;
- exercises in reading and comprehension, followed by practice in written expression and comprehension.

c. The reading passages pack offers a series of texts focusing on particular themes concerning the life of the child and his family. These texts may be authentic (drawn from literary or other sources), include poetry, games and songs, and are illustrated by drawings.

Structural exercises chosen on account of possible interferences round off the separate units.

d. The grammar pack is arranged around 15 basic elements (sentence, noun, article, adjective etc). It is designed for pupils at level 2 (CM1 and CM2) and to serve two essential purposes: practice in the language and an understanding of how it works. It therefore includes essentially sets of exercises involving operations for identifying the basic constituent parts (various types of transformation exercise, filling in blanks, «word jumbles» etc).

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e. The «social environment» pack is an extension of the audio-visual pack and focuses on cultural themes which are also considered from the point of view of social history and geography. A number of additional activities are also included (eg for the animal theme, a «photographic safari» is suggested: the pupils would be asked to bring photographs of animals and comment on them).

A teacher's book contains many explanations and suggestions for use. There is, in addition, a list of Gallicisms.

One final point: the teaching packs, which are published by the Spanish Emigration Institute, are distributed free of charge to teachers and pupils.

The experiment in the two selected areas will be conducted during the 1982-83 academic year. An account of it will be given in a supplement to this report.

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NOTES

- (1) Source: Ministry of Labour. Quoted by Jésus C Sanz Benito in «Introducción a la emigración española», Francia, Madrid, 1977.
- (2) Bernard P Y, Quelques aspects du bilinguisme des enfants de travailleurs migrants in «Etre migrant», Berne, Peter Lang, 1981, pp. 105-124.
- (3) Henri José DELOFEU, Y a-t-il un dialecte propre aux enfants de migrants? in «Champs éducatifs» No. 1: Acquisition d'une langue étrangère, published by the Centre de Recherche de l'Université de Paris VIII, Paris 1980, pp. 32-37.
- (4) A Quilis and others: Interferencias lingüísticas en el habla de los niños españoles emigrantes en Francia, Madrid, Ministry of Education and Science, 1982.
- (5) M Adell, C Arranz, M Cabezas, J A Fernandez, B García, S Gatón, F Gil Craviotto, P Gutiérrez, J C Herreras, J Navarro, P Planelles, I Plaza, under the general editorship of A Quilis: Vamos a España, lengua y cultura españolas, vols 1, 2 and 3
 - Cuadernos de trabajo (work books)
 - Livre du maître (teacher's book), vols 1, 2 and 3
 - Répertoire de gallicismes (list of Gallicisms)
 Instituto de Emigración, Madrid, 1980.

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Our most sincere thanks go to:

- Mrs Cebrian, Agregada de educación at the Spanish Embassy in Paris;
- Mr Pastora, Inspector and Co-ordinator of the teaching of Spanish to migrant children for the Paris region;
- Mr Fernandez, Inspector and Co-ordinator for the Lyons consular district.